Objective:

1. Students will formulate statements about what categories instruments are located in using given language structures.
2. Students will hypothesize what families instruments not listed would belong to using given language structures.
3. Students will use comparative language in regard to different instrument classifications

Prior Knowledge:

Students are able to identify major characteristics of instruments (appearance and mode of play) by their name.

Procedure:

1. Students will study the mindmap from mind 42 labeled: Instrument Classifications.
2. Students are shown language structures.
3. Teacher models language structures.
4. Students participate in guided practice from the teacher.
5. Students participate in small group/partnered practice.
6. Students present statements to the whole group for feedback.
7. Repeat the process for the next objective.

Example Language Structures:

1. Students will formulate statements about what categories instruments are located in using the following language structures:
   1. The (instrument) is in the (category) family.
   2. I noticed/observed that the (instrument) is in the (category) family.
   3. According to the chart, the (instrument) is in the (category) family because (reason).
2. Students will hypothesize what families instruments not listed would belong to using the following language structures:
   1. The (instrument) belongs in the (category) family.
   2. The (instrument) probably belongs in the (category) family because (reason).
   3. I hypothesize that the (instrument) belongs in the (category) family because (reason).
3. Students will use comparative language in regard to instrument classification:
   1. I noticed that the (instrument) is in both the (category) and the (category).
   2. According to the chart, the (instrument) and the (instrument) are in different categories on the traditional side.
   3. According to the chart, the (instrument) is in the same family as the (instrument) on the traditional side, but in a different family on the contemporary side.